DOCUMENT RESUME

ED 103 080 JC 750 227

AUTHOR Kray, Eugene J.; Wyman, Bruce T.
TITLE Policies, Procedures and Politics Effecting Experiental Learning.
PUB DATE Mar 75
NOTE 107p.; Ed.D. Practicum, Nova University; For a related document, see JC 750 125

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS Activity Learning; Administrative Organization; Administrative Policy; Adult Education; Case Studies; *Educational Policy; *External Degree Programs; Governance; Higher Education; *Junior Colleges; Learning Experience; Program Costs; Student Evaluation; *Student Experience; Work Experience
IDENTIFIERS Delaware Community College; *Experiential Learning

ABSTRACT

Delaware County Community College (DCCC) in Pennsylvania is in the process of developing an external degree program for working adults. This study was designed to examine the internal political structures within which the policies and procedures of assessing experiential learning were developed by other colleges, and to recommend a course of action for DCCC. Questionnaires were sent to 30 institutions belonging to the Cooperative Assessment of Experiential Learning (CAEL) Assembly; of the 15 institutions responding, six--New College of California, Northeastern Illinois University; Sterling College, Webster College, College of Saint Rose, and State Technical Institute of Memphis--were chosen for case studies. Using these case studies, plus applicable data obtained from other respondents, the policies, procedures, and politics are summarized in terms of the following problems: Faculty Related, Business Office, Registrar, Admissions, Accrediting and Transfer, Publicity, and Obtaining a Program Director. Involvement and articulation of all parties from the earliest possible time, plus a participatory governance structure to shape and develop policy revisions, seems to be the key to early acceptance and successful development of a system of assessing experiential learning. A literature review, the six case studies, a chronological list of the steps to be taken by DCCC, the questionnaire, a summary of responses, and two tables describing program costs are also included. (Author/DC)

BEST COPY AVAILABLE

ED103080

POLICIES, PROCEDURES AND POLITICS EFFECTING EXPERIENTIAL LEARNING

by

Eugene J. Kray, M.B.A.
Bruce T. Wyman, M.A.
Delaware County Community College

A Practicum Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

JC 750 227

NOVA UNIVERSITY

March 29, 1975

ACKNOWLEDGEMENTS

The authors would like to express their sincere appreciation to Dr. Kenneth Varcoe, Dean of Student Personnel at Delaware County Community College and Cluster Coordinator for Nova University, for his most helpful suggestions and criticisms in the development of the proposal and the survey instrument.

We would also like to thank Ms. Linda Cray for the typing and coordination of the duplicating processes necessary for this paper.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
BACKGROUND AND SIGNIFICANCE	2
SURVEY OF THE LITERATURE	6
DEFINITION OF TERMS	23
LIMITATIONS OF THE STUDY	25
BASIC ASSUMPTIONS	26
PROCEDURES FOR COLLECTING DATA	27
PROCEDURES FOR TREATING DATA	30
SUMMARY AND RECOMMENDATIONS	
Faculty Related Problems	54
Business, Financial, Funding Problems	56
Registrar's Office Problems	61
Admissions Office Problems	62
Other Higher Education Institutions and Accrediting Agency Problems	64
Obtaining Director and Publicity Problems	65
BIBLIOGRAPHY	68
APPENDIX A: A multi-phased approach to the development of the external degree program at D.C.C.C.	i
APPENDIX B: College Policy on Experiential Learning	v
APPENDIX C: Letter and Preliminary Survey sent to eighty members of the Cooperative Assessment of Experiential Learning Assembly (CAEL).	vi

Table of Contents--Continued

		PAGE
APPENDIX D:	Letter and Questionnaire sent to selected respondents of the above survey.	viii
APPENDIX E:	Abstract of study "The Structure and Financing of a program to assess Experiential Learning	xvi
APPENDIX F:	CAEL Institutions used in this study	xviii
APPENDIX G:		
	Table I--Summary Table of Responses to Key Questions of "Resistance and Difficulty" in Implementing a System to Assess Experiential Learning	xxii
	Table II--Work Assessment Model: Estimated Cost of Assessment in One Occupational Field	xxiv
	Table III--Example of Computation of Cost of Assessment	xxv

INTRODUCTION

Delaware County Community College has embarked on a four year plan (See Appendix A), which has been accepted by the President's Staff to develop an external degree program. Since this program is being directed predominantly at adults, one of the prime requisites is the development of policies and procedures to assess experiential learning and their approval through the College's governance system.

The purpose of this study is to examine the internal political framework within which these policies and procedures were developed by colleges involved in this process in order to recommend a course of action within our institution.

It should be noted that this paper is the second of a planned series of studies around the theme of experiential learning by one of the authors (Kray). The first study, "The Study and Financing of a Program to Assess Experiential Learning" was conducted in conjunction with the Nova University module on College Governance and is now in the process of being published through Resources in Education (ERIC). In this regard, some aspects of this paper will be repetitive.

BACKGROUND AND SIGNIFICANCE

Delaware County Community College is a co-educational public, two-year institution located in a densely populated urban-suburban county bordering on Philadelphia. The college has an enrollment of approximately 3,000 full- and part-time students. It offers day and evening programs at its main campus and three off-campus centers and, in addition, provides educational opportunities to some 7,000 persons through its community service programs.

Sponsored experiential learning (cooperative education) has been recognized in the business occupational programs since 1970. More recently, a broader policy of granting students credit for prior experiential learning has been adopted and is now being advertised. (See Appendix B). This policy is now undergoing further revision. In addition, the administration, in response to an obligation to more relevantly meet the needs of adult students, has authorized the Dean of Instruction--Continuing Education and Non-Traditional Studies to form an all-college committee to investigate and plan an individualized competency-based external degree in which experiential learning will play a major role.

The underlying philosophy for the proposed program is the belief that the adult student has special needs which can best be served through an individualized degree built upon the base of life experiences which, once evaluated and credited, can be rounded out with whatever combination of

learning experiences are appropriate to demonstrate the competencies demanded for the student's chosen educational concentration. Both experiential learning gained prior to enrollment and that sponsored by the institution will have a place in the program. The program will be designed primarily for the full-time working adult.

The program will be a demonstration project centering on four fields of business and related curricula: Business Management, Retail Management, Data Processing, and Secretarial Studies. Current plans call for initiating the program in the Winter Semester of 1975 with a pilot group of about 50 students. If successful, the program will be expanded to as many curricula of the college as is practicable.

Several additional features of the proposed plan should be noted. Admission to the program will be limited initially to individuals who have been out of high school for five or more years and who can document evidence of meaningful life experience around which an individualized program can be developed. The essential instrument for developing the student's degree package will be the educational contract which will provide for both the assessment of the student's present level of achievement and the development of an appropriate program of study to meet the competencies demanded in the associate degree. The program will be competency-based, requiring the identification of competency objectives for all three degree components, i.e., in general education, related studies and the area of

specialization. The student will become involved in a variety of learning experiences in order to attain expected competencies. Included could be regular course work, sponsored experiential learning, independent study, and the use of the college's tutorial and learning centers.

Since the proposed program will enroll students who will possess a wide variety of experiential learning and be exposed to many different learning activities, the program plan calls for the utilization of a variety of techniques to evaluate student competencies and experiential learning. Central administrative responsiblity for coordinating such efforts will rest with an organized "Assessment Center", which will administer college equivalency examinations, such as CLEP, and coordinate the efforts of faculty committees and individual faculty in devising assessment methods and tools.

While it is difficult to predict the specific assessment techniques which will most often be used, the admissions requirement for prior experience in the pilot group of four business-related fields suggest that techniques most appropriate to evaluating work experience will receive great emphasis. The faculty and administrative staff responsible for planning the program are sensitive to the fact that the assessment of prior work experience will require comprehensive, thoroughly developed documentation procedures, particularly with respect to agreed upon

criteria for determining the quality and depth of the experience. In fact, the crux of the documentation process will be the creation of educationally defensible criteria. When it comes to applying other assessment practices for other types of experience connected with the general education and related studies components of the degree program, the basic thrust will be to tailor the evaluation technique to the individual learning situation. This will require a great deal of experimentation and long-term development of experience in evolving workable assessment methods on the part of faculty and staff.

As mentioned earlier, the responsibility for the coordination of this effort has been delegated to the Dean of Instruction for Continuing Education and Non-Traditional Studies, since it is his office that deals predominantly with the older students and has developed numerous innovative programs to meet the educational needs of adults.

In order to implement this program, policy and procedure modification effecting all areas of the institution will be required. One of the major purposes of this study is to examine how these policy and procedure changes were developed and approved in the political structure of institutions involved in this process.

SURVEY OF THE LITERATURE

As can be expected in any new "movement" in higher education, a great deal of the literature is new. In addition to a manual library search, a computer search was conducted of the Educational Resources Information Center (ERIC) by the Lockheed Information Retrieval Service under the description "External Degree".

In an attempt to better organize this section of the study, there are two divisions: Experiential Learning, and Policies, Procedures and Politics.

Experiential Learning - Smith (1974) indicated that there were four major factors producing the movement of higher education toward experiential learning:

1. There has been too sharp a distinction between life and work.
2. The range of subject matter in Colleges and Universities has expanded greatly. The community college occupational programs have been a strong force, along with concerns about effective education and the integration of these as courses within the curriculum.
3. Experiences that older students brought with them looked very much like sponsored experiential learning.

4. The rhetoric and emerging policies that have been manifested recently, such as the legal status of credentials as a requirement for positions in the world of work, along with pressure from commissions, agencies, etc.

Smith (1974) also outlined three factors resisting the development of experiential learning:

1. Traditional faculty - "You haven't learned English 1010 until you have taken my course."
2. Residency mandated by state agencies or regulations of colleges and universities.
3. The state of the art.
   a) Failure to have rationale.
   b) Unavailability of assessment techniques.

Coleman (1974) compares deduction and induction to information assimilation and experiential learning. He reviewed the steps of information assimilation as reception of information, understanding the general principle, particularizing, and acting. He said that in experiential learning, the steps are reversed and information is in fact generated only through the sequence of steps themselves.

Houle (1973) wrote that the assessment of non-sponsored experiential learning has received a great deal of attention in recent years, but stills presents major problems, partly because unstructured life

activities often cannot be squared with formal course requirements and partly because the body of organized and theoretical knowledge which serves as the basis for formal study often is not covered by direct experience.

Bray and Grant (1966) provide a basic psychometric evaluation of the assessment center concept as it developed at American Telephone and Telegraph Co., Inc. They focused on an analysis of the intercorrelations among assessment variables and final overall rating of potential managers. Working separately with college-trained and non-college trained groups, they found eight factors for explaining the characteristics of the sample. The factors are:

1. Administrative skills
2. Interpersonal skills
3. Control of feelings
4. Intellectuality
5. Work oriented motivation
6. Passivity
7. Degrading
8. Non-conformity (College groups only)

Churchill (1973) stated six major principles for considerations relating to evaluating demonstrable prior learning for multi-campus Antioch College:

1. Explicit degree requirements shall be stated by all campuses.

2. The admissions process shall include consideration of the value of prior learning and discussion of such learning with the applicant.
3. Procedures will be developed for assisting students to identify, describe and document past learning.
4. Explicit procedures shall be developed for preparing student plans to satisfy degree requirements.
5. The evaluation of past learning shall be undertaken only by competent evaluators.
6. Institutional procedures for implementing policy will be formulated and periodically reviewed.

Warren (1974) said that assessment procedures and criteria would vary according to the purpose of the learning experience. He said that a student preparing for a career in business might be evaluated on a different set of criteria and by different procedures than a student planning to study law or pursue graduate studies in political science.

The goals for an "Alternative System of Higher Education" as recommended by the Connecticut Commission for Higher Education (1973) made provision for the needs of non-affiliated students, especially adults, 1) who have a need, desire, and capability for further education and re-training to fulfill occupational objectives, or 2) who have need for formal recognition of learning they have acquired outside the classroom.

Policies, Procedures and Politics in Non-Traditional Study

Gould (1973) indicated that careful attention should be given to articulation among earlier, higher, and adult education, particularly in relation to non-traditional study. He also said that appropriate alterations in patterns of governance should be considered when non-traditional arrangements become significant either within an institution or among institutions. Another major point made by Gould was that the support of boards of trustees or regents, commissioners and other administrators, faculty senates and controlling committees, and student organizations should be actively sought in any efforts to introduce non-traditional forms into existing institutions.

Allen (1971) stated the following premises to be of primary importance in evaluating the options for a structure to implement an external degree program in Massachusetts:

1. Provide the highest degree of flexibility of operation.
2. Maximum use of existing educational structure.
3. Respond to the widest range of potential students.
4. Organizational pattern should serve to enhance the credibility, prestige and reputation of the program and its degree.
5. Encourage opportunity for innovation.

6. Provide maximum protection from undue influence and content of partisan politics and special interests.
7. Consider short-range question of place in present organization for public higher education, but also the long-range possibility of a reorganized state structure for all of public education.

In structuring the external degree program as a part of its continuing education plan, Ferris State College (1973), in the report of the planning committee, saw it as fitting between the columns below and noted the connecting institutional force it exerts.

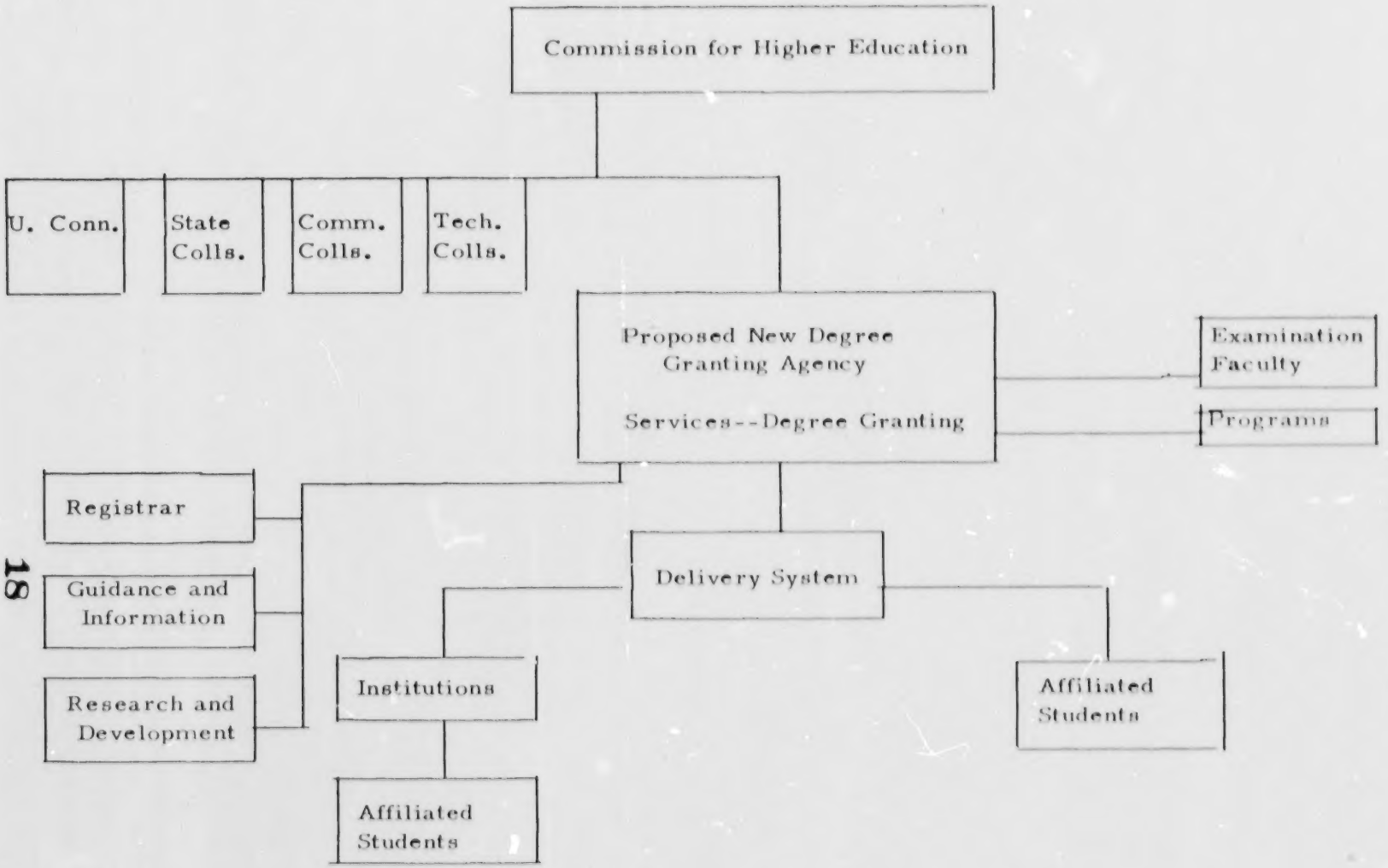
New (Lifelong)
(In and Out of School)

Concept		
Daily Work Experience Organized group trips Self-study Travel and observation Attendance-school courses, seminars	External Degree Program Student created program; qualifying or proficiency examinations	Museums Places of work Business Parks The city, town, county Libraries Schools (all levels) Government Welfare agencies Hospitals, clinics

Under the heading, "Organizing for Continuing Education", (which includes the external degree) the Ferris State College study (1973) recommended that a director (chairperson, dean) be appointed, on a major administrative level.

In Connecticut, the Commission for Higher Education (1973) recommended that a new constituent unit within the state system of higher education should be created. This unit, with its own board of trustees, should have authority (1) to award undergraduate degrees on the basis of examinations and transfer of credit, (2) to award credit for learning on the basis of demonstrated competency without regard to how it was achieved, and (3) to provide services necessary to implement its functions as a degree and credit granting agency. Under the heading "Location and Number of Institutional Units", they stated that in view of the very recent movement to establish external degree programs and open universities, it is urged that there be provision in the Master Plan for further study of the impact of these innovations on patterns of enrollment so that estimates of need for new institutions and for changes in existing institutions may be modified accordingly.

The Connecticut study (1973) illustrated their organization concept as follows:


Commission for Higher Education
U. Conn.
State Colls.
Comm. Colls.
Tech. Colls.
Proposed New Degree Granting Agency
Services--Degree Granting
Examination Faculty
Programs
Registrar
Guidance and Information
Research and Development
Delivery System
Institutions
Affiliated Students
Affiliated Students

The Commission on External Degree Programs at the Pennsylvania State University (1972) recommended that committees within the institution be established to investigate setting up the assessment of experiential learning.

Hobbs (1973) in discussing how best to effect needed change and institute an accountable learning system in a community college said that it required coordination, planning and involvement of key personnel from administration, student support and instruction. Solutions to have meaning must come from within and therefore the force for change and competence to operate and maintain new directions should be located within the school's own staff.

Nyquist (1973) speaking about non-traditional studies cautioned that dedicated change agents often experience "The Impotence of Being Earnest" and that planning and coordinating any program of this type in virtual isolation from the traditional academic community, probably carries with it the seed of its own eventual destruction. (c.f. Burns and Pfleger, 1973)

Mackey (1973) noted that in early stages of planning, questions concerning the articulation of the program with the current traditional program are considered. The first question to raise is whether the external program should be kept administratively and programmatically outside the institutional structure. It is frequently easier to establish a new adminis-

trative unit (center, college, school, institute) to house the external program. In this way, problems of articulation with existing units are bypassed and those of direct faculty support are minimized. This is an attractive approach because it allows more freedom in program development. Unfortunately, it may lead to a lack of faculty support, questions of academic credibility, and problems of resource availability unless the design is for an independent degree granting institution such as New York's Empire State College.

Shaw (1973) talks of a statewide consortium approach to eliminate disfunctional competitiveness and force institutions to concentrate on serving students. His approach would be to set statewide norms and criteria and specific number of credits that could be awarded. He recommends a residency requirement for the four year colleges, but not necessarily one for the community or two year college.

Houle (1973) said that "significant curriculum advance is very often encountered by opposition which finally wears it away..... but when one works with a new clientele in the community, one can try new ventures." In England, for example, the existing universities were really quite opposed to the Open University enrolling students of ordinary college age. The government, however, has now provided funds to enable the Open University to take 500 students; 250 of them will be able to meet any university's entrance requirements; 250 will not be able to meet university requirements. They will be admitted to see how they do. (c.f. Burns and Pfleger, 1973)

Houle further said that an academic will be more comfortable if the administration prepares the ground properly so that it is an easy transition from admitting a student to having him come in as a client of a faculty member.

Speaking on the development of a model, Houle said that he did not think a prepackaged plan could be developed by any institution and that perhaps the best way to get started was to appoint a faculty committee and see what happens. (c.f. Burns and Pfleger, 1973)

Since the Open University concept is so closely akin to an assessment of experiential learning system, the experiences encountered therein are most instructive. For instance, Venning (1974) said that the British Open University's decision to start a pilot scheme for 500 18 year-olds was forced on them by the government in an attempt to prove to the academicians that they are even better than other universities and a cheaper and more efficient way of providing higher education for all ages. As one senior civil servant admitted privately, the outcome of the experiment could revolutionize higher education in Britain. This decision, however, was unpopular at the Open University since "it rubbed in the feeling that the Open University was merely a political football and higher education on the cheap." The Open University's staff reaction was an implicit admission that it was all very well for adults to put up with the rigours of Open University Study, but it was too much for 18 year-olds.

In writing on the British Open University, Stevens (1974) noted that there are those who argue that innovation is its life blood; it must now move on or it will run down into a middle class correspondence college, offering nothing radically different from any other conventional institution of higher education.

So what options are open to the Open University? In the short term, with the present restrictions, major new directions are impossible. But adjustments can be made. There are signs that the Open University may revert to the less monolithic pattern foreseen in the 1966 White Paper and closer links with other bodies.

There are those--the academic traditionally not among them--who would like to see large parts of the Open University's work handed over to other parts of the higher education system to free it for new adventures.

Economies may be made on the recommendations of the committee looking into preparation and presentation of materials. This committee owes its existence to the arguments about productivity which raged during the autumn. It will look among other things into the Open University's broadcasting and publications. As courses multiply, the pressure on radio and television time increases. Inconvenient hours have to be used. Is it right to use so expensive a resource for courses with perhaps no more than 50 students?

Stevens (1974) went on to say that basic to the reassessment is a general acceptance that in present circumstances the 110-course profile must be abandoned. There is talk of a target of around 80 units for the next 10-15 years, but a "think tank" meeting last autumn discussed a much lower figure--something between 40 and 50 courses.

How should the reduced cake be divided between departments? Should the Open University now concentrate on courses much in demand by students and potential recruits or should it ensure that it can offer a full range of options? The 80-course profile relies on more funds coming later if it is to be achieved in 10 years. Without the money, students will have to wait a very long time to complete science and technology degrees.

But a lower profile would, in the opinion of the scientists, make science and technology teaching by the Open University an impossibility. This is the dilemma. Does the Open University plan for stability at the present level and accept the consequences, or does it plan for growth later?

Stevens (1974) speaks of two strands--pioneering and academic excellence--coexisting reasonably well in the early stages of the Open University development. But it seems possible they will now diverge. Defending academic values has meant maintaining traditionalism in the midst of revolution. And as the broadly based first stage foundation courses give way to more specialized courses, academics have, to some extent,

been able to revert to their subject specializations. With a target of 110 courses it looked, as Michael Drake said, "As if everyone would be able to do his own thing."

The decision, Not surprisingly, was followed by a good deal of acrimonious wrangling in the Autumn of 1973. There were arguments about departmental productivity and the justice of spending the most money on the faculties with the least students (36.6% of the applicants want to study social science).

But the Open University is nothing if not democratic and introspective. The wrangling was followed by questioning of the University's underlying purpose. Both the allocations and the academic policy had been referred back by the relevant committee to the senate. Temporary allocations were made in December, 1973, "Because life has got to go on", and machinery was set up--committees, of course, in the university which has given birth to the idea of academic work by committee--for a thorough review of academic policy. Proposals are to be ready for discussion in March, 1974, with a view to final approval in July.

Stevens (1974) quotes those like Michael Drake who were making sweeping claims: "We have got an industrial revolution of higher education. It has completely destroyed the fabric of the conventional university. We are producing much better stuff at a lower price. People just can't go on piddling away like they've done in the past."

Gould (1973) noted that in meeting with collegiate groups, the Commission on Non-Traditional Study found them each to have lively and distinctive ideas, not only about what is going on, but also how the future should be shaped, For example, large-scale multicampus institutions have shown a great deal of interest in external degrees and other forms of non-traditional study. So far, each campus has usually been encouraged to try innovative practices with perhaps some sympathetic attention from the chancellor at budgetmaking time. The, the non-traditional methods that succeed can be spread to the whole system and, in time, widely diffused. An alternate policy, however, would be to identify one campus as the center of experimentation, thus concentrating and focusing innovation while allowing other campuses to go their own way.

Houle (1973) said the idea for a specific external degree program may spring from almost any quarter: a politician, a university board member, an administrator, an instructor, an entrepreneur, a member of a pressure group, or a potential student. If the idea is to be taken seriously, either its originator or somebody else must design a program which fully considers policies of admission, teaching, evaluation and certification. Often this process is repeated several times as other individuals and groups review the proposed program.

Houle (1973) further noted one dean who asked for 18 months lead time and was given none. He quotes the administrator as follows, "I think the pattern is that we have a couple of hundred years developing a tradition and then we're presumptuous enough to try to turn the whole thing around in a year

and expect everyone to function on a completely different basis. If you express it, you get all sorts of denials that anybody expects that of you, but in fact they do."

Houle (1973) also raised the following specific institutional problems in planning for the external degree:

1. For what clientele is the program to be planned?
2. What is the essential meaning of the degree to be developed?
3. How compatible with customary academic procedures should external-degree requirements be?
4. How should the new program be financed?
5. How great is the interest in an external degree?
6. Who should take the initiative in advocating and administering an external degree?
7. How can faculty support be won for the program?
8. Can faculty members carry out the unusual requirements imposed by the external degree?

Houle (1973) goes on to quote one president in discussing the temperment of individuals in coping with the openness of unconventional programs. "The major problem that I would see is that the time required for planning, the specific activities that constitute planning, and the emotional demands that are made on the individuals who are asked to work in a way which is completely unfamiliar to all of them is underestimated.

There are good people who just cannot function in situations where there is no structure. And, much as they talk about freedom and liberty and flexibility and all that, the minute they're left free to structure the world any way they want to structure it, they're paralyzed."

In like manner, in their first report, the University Without Walls noted that the history of innovation is replete with failures where it has been composed from the top down or from outside in. If real change is to take place, it stated, then each institution must shape its own programs. "Participants.....need to own a piece of the action." Each institution coming into the University Without Walls had to deal with its own distinctive constituencies, its own admissions and tuition policies, its separate faculty's attitude towards innovation and its particular financial structure. Therefore, "flexibility was clearly required in administration, program, design, tuition, salaries, timing, and strategies for developing a particular University Without Walls unit." (University, p. 8)

DEFINITION OF TERMS

1. Assessment - A valuation by authorized persons according to their discretion.

2. Competence - the ability to exhibit the level of performance that is requisite to the successful attainment of a particular goal.

3. Competency Objectives - criteria for meeting an acceptable standard of skill.

4. Cost Effectiveness - relationship of costs in relation to expected outcomes and in relation to other functions of the enterprise.

5. Educational Contract - document specifying learning outcomes through prior sponsored and non-sponsored experiential learning and formal courses as well as delineating the plans for future learning outcomes leading to a completion credential.

6. Experiential Learning - learning that takes place independent of classroom instruction and related practices such as term papers.

   Sponsored Experiential Learning - learning that takes place under the direction of a college or university with learning outcomes defined.

   Non-sponsored Experiential Learning - learning that takes place, usually prior to enrollment in a program of study leading to a degree, and without learning outcomes defined in advance.

7. Finance - to supply the means for.

8. Local Sponsor - agency of government, county, city or schools which provide tax support to a community college.

9. Non-traditional Studies - a specially-designed program based on new or unconventional forms of education free of the time and place limitations of traditional classroom instruction.

10. Occupational Programs - two year skill oriented courses of study in two year colleges aimed at preparing students for careers.

11. Overhead - the total expenses involved in running a business enterprise exclusing the cost of materials for production and the production expenses: specifically, the costs of rent, furnishings, lighting, heating, taxes, insurance, and the office expenses of a concern.

12. Policy - the principles adopted by a governmental structure for conducting its affairs.

13. Politics - the interaction of all influences on pressure groups each attempting to effect the outcome or direction of their particular point of view.

14. Procedure - a series of actions used to implement policy.

LIMITATIONS OF THE STUDY

Variables that cannot be controlled are a part of any study. Therefore, the following should be noted as limitations to this study.

1. Initial sample will be delimited to those eighty-six institutions who are associated with the Cooperative Assessment of Experiential Learning (CAEL) who responded to an earlier study by one of the authors. (Kray)
2. After a preliminary survey was conducted, the sample was further delimited by matching the information gathered with the earlier questionnaire. Institutions were then selected according to the criteria as noted in "Procedures for Collecting Data."
3. State regulation and impact on policy of public and private institutions of higher education varies among the states.
4. Patterns of policy development differ among state colleges and universities, private colleges and universities, and community colleges.

BASIC ASSUMPTIONS

All research projects, whether statistical or descriptive, must involve a series of assumptions. The following will be made for purposes of this study:

1. That responses made by the institutional representatives completing the survey documents are accurate.
2. The sample to be selected demonstrates typical issues encountered by institutions of higher education in the development of policies for the assessment of experiential learning.
3. That institutions of higher education, from a global standpoint, have similar organizational and policy structures.
4. That institutions of higher education are political organizations.

PROCEDURES FOR COLLECTING DATA

1. Through a preliminary questionnaire (See Appendix C), eighty-six Colleges and Universities of the Cooperative Assessment of Experiential Learning (CAEL) Assembly, Educational Testing Service, Princeton, New Jersey, (See Appendix D for actual list) who had responded to an earlier study by one of the authors (See Appendix E for abstract) were surveyed to determine the number of years of experience with assessing experiential learning as well as the size of their program. These prelim nary questionnaires were mailed to each institution with replies being asked by February 18, 1975. This questionnaire sought out the respondees' willingness to take part in a more in-depth survey that would examine the political processes utilized in policy and procedure modification within their institution in inaugurating such a program.

2. The responses to this preliminary questionnaire were matched up with the responses to the earlier study cited above. Since the intent herein is an in-depth study of the processes involved in developing policies and procedures for establishing an assessment of experiential learning, the sample must, of necessity, be very select. The following requirements were the intended criteria for choosing specific institutions in the final sample if the data is sufficient; but it was necessary to "hedge" on these criteria in two cases as described in the treatment of the data section.

a. The system must have been in operation at least two years.

b. The system must involve at least one hundred students per year.

c. The institution must have been established and operational under a more traditional pattern prior to inaugurating this system.

d. The institution must be diverse in nature.

e. The curricula where assessment occurs must be diverse.

3. Prior to final selection of the institutions to be included in the sample, all institutions signifying a willingness on the preliminary survey were sent an in-depth survey seeking the following information relative to creating and implementing an assessment of experiential learning system:

a. types of institutions involved

b. previously existing non-classroom methods for awarding academic credit

c. "residency" credits required for degree conference

d. modifications, if any, on such required "residency" credits

e. admissions office policy or procedure revisions

f. registrar's office policy or procedure revisions

g. instructional area policy or procedure revisions

h. faculty compensation revisions

i. business office policy or procedure revisions

j. initiation and process of policy or procedure revisions

k. motivating factors for initiating the system

l. method of accomplishing policy or procedure revisions

m. areas of greatest difficulty in initiating and developing the system

n. methods attempted to meet these difficulties

o. strategies used to convince college community of the value of the system

p. areas of greatest difficulty in implementing this system

q. strategies for resolving these difficulties

4. Although it had been anticipated that follow-up telephone interviews might be required to solicit additional information about the sample institutions, the data on the preliminary surveys and the in-depth questionnaires, when matched with the previously conducted survey, proved to be sufficient.

PROCEDURES FOR TREATING DATA

Eighty-six preliminary surveys were sent to the CAEL members, fifty of whom responded. Of these, twenty were eliminated as not applicable to the study. Thirty other institutions seemed to fit the criteria listed closely enough to warrant inclusion at this point. Therefore, they were all sent the in-depth questionnaires. Fifteen of these have been returned at the point of this writing. Six were found to be useable, five clearly did not meet the established criteria, two contained insufficient data, one met the criteria but specifically asked not to be cited in the formal report and one stated that no policy revisions were required at all, that the assessment program was simply incorporated into their existing policy structure.

In selecting the final sample of six institutions, the aforementioned criteria were adhered to as fully as possible. The two exceptions taken are minor and should not affect the findings. State Technical Institute at Memphis began the program in July, 1974; we had sought programs of at least two years experience, but since they have twelve hundred students in this program already, all the needed policy decisions and implementations have occurred--the program is too large to have operated on an ad hoc basis while making such requisite decisions. The other exception is the College of Saint Rose which has just ninety students currently enrolled in the assessment program; the criterion here had been one hundred, but their system has been fully implemented since June of 1971 and thus the numerical

difference pales into insignificance.

Since the data gathered deals with various individual institution's processes in developing an assessment of experiential learning system, the data are best handled in a modified case study module. Therefore, the sample institution's responses are summarized separately in a "mini-case study" format on the following pages. Next, similarities and unique experiences will be discussed. Finally, inferences will be drawn suggesting methods for inaugurating such a system while avoiding many potential pitfalls.

COLLEGE OF SAINT ROSE

Offering diverse programs in art and music education, elementary and secondary education, Physical Science, Social Science, Business, Foreign Language, English, History, Political Science, and Religious Studies, the College of Saint Rose is a private, four-year institution of higher education located in Albany, New York with 1200 full-time equivalent students. Under the title, "Degree Program for Experienced Adults", the College began to assess experiential learning in June of 1971 with 20 students in the first year. Presently, there are 90 students enrolled in this system which is housed in the office of the Director of the Adult Degree Program who assesses and credentials the experiential learning with the actual evaluating decisions being made by faculty. Criteria used to measure this learning includes: specific courses, competencies, and a general evaluation of a person's background.

Prior to initiating the program to assess experiential learning, the College awarded credit on the basis of : Advanced Placement, CLEP, Transfer Credits from Non-Accredited Schools, USAFI, Examination and Evaluation of Work Experience. With this breadth of experience, it can be surmised that the move to centralize the assessment of experiential learning was a relatively short and easy step. The policy governing "residency" credits was modified since the traditional student at Saint Rose is required to complete a minimum of 15 units (60 credits) whereas the

policy was amended so that students in this new program need only complete 8 units (32 credits) in residency.

The burden of recruitment and admission to this program was removed from the Admissions Office with these activities being carried on by the Program Director. In the Registrar's office, it was noted, that "most transcripts of students in this program now include a listing of traditional courses, credit by examination and blocks of credit validated from work experience."

Financial considerations included the development of a special fee structure which included a $15 application fee and a $50 one time evaluation fee, and a $25 per semester service fee, with part time students paying an additional $25 advising fee per semester. In commenting on the basis for setting their fees, Sister Catherine McNamee, C.S.J., Vice President for Academic Affairs stated that this was a "minimal fee to cover part of the expense for faculty time along with reimbursement for outside evaluations, etc." She indicated that these fees were not equitable since, "Some students present much more complex portfolios that require extensive evaluation yet all pay the same fees" and further that the cost effectiveness of this program is now under study.

In the instructional area, a new position and job description was initiated to administer the system with a new policy having faculty as well as outside experts assist the Program Director in ".....assessing learning

which has occurred outside the institution." Normally, the faculty members involved in this process provide these services in addition to their normal load with no additional compensation. However, in two or three instances where the number of students are exceedingly large, there is an equitable reduction in classroom assignment.

The motivation for the initiation of the program is rather unique in that a resident of the local area designed the program, proposed it to the College and did an initial survey of intent in the local community in order to demonstrate that this new approach served a real need. It is apparent, therefore, that the other possible motivating factors were of lesser significance although obviously present. The Dean of Instruction assisted in the initiation of the concept, the Committee on Instructional Affairs helped shape the policy and approvals came from that committee, the Dean of Instruction and the President in that order.

In answer to a question to rate the degree of resistance encountered from external and internal sources, Sister McNamee listed "little or none." Sister McNamee further noted "We merely started the program with voluntary assistance from the faculty and with the Academic Dean as the administrator until it was well established and had a sufficient number of students to make it self-supporting."

In actually putting the system into complete operation, the College had "great" difficulty in creating a fee structure equitable to the needs of the new program. Sister McNamee commented that since "The program

was in operation for several years before there was a sufficient data base to determine an equitable fee structure, this fee structure is just going into effect at the present time." Sister McNamee further noted that "There is no outside funding for the program and the initial cost had to be absorbed within the institutional budget. This was done mainly through the voluntary services of faculty and administration." Areas of "moderate" difficulty were in obtaining a director and support personnel, creating an admissions system and obtaining faculty to do the assessing. Sister McNamee indicated that these difficulties were overcome with the appointment of a highly qualified and experienced Program Director from the sponsoring religious body at the beginning of the second year of operation.

It appears that this has had a sound developmental base with involvement from all aspects of the College community. A most unique feature of this program is that the credit awarded is contingent upon the student completing the entire program and prior to that, the credit is only awarded provisionally.

NEW COLLEGE OF CALIFORNIA

New College of California is a private institution of higher education in Sausalito, offering a three year Bachelor of Art degree in the humanities. The assessment of experiential learning program was initiated in September of 1973 with 75 students the first year and a current enrollment of 190 in this program out of a total institutional enrollment of 220. The responsibility for assessing and credentialing experiential learning is housed in offices of the Vice President and Dean of Instruction will the actual evaluation decision being made by the faculty.

The College had previous experience in awarding academic credit for non-formal learning utilizing credit by examination, transfer credit from non-accredited schools and individual assessment by core faculty members (advisors). It is planned to have these processes incorporated into a general assessment of experiential learning system.

The College has a policy of awarding up to 100 credits through the assessment process with a residency requirement of one semester or 21 credits.

No changes were necessary in the admissions process when the assessment of experiential learning system was implemented. However, in the registrar's office, transcripts were modified listing competencies in general areas, e.g. "social studies," replacing specific courses. The

portfolios for these students are kept in the Records Office. The Business Office developed a special fee structure along with separate budget entries for this system, but in effect it was the same tuition as charged all students, i.e. $60 per credit hour.

A new policy was created to have the regular instructional faculty responsible for assessing the learning as a part of "normal load" with no change in compensation but either their classroom assignments or non-classroom responsibilities, e.g. committee work, were reduced. New College of California has a collective bargaining unit and the above arrangement was negotiated.

In reporting the motivational impetus for this program, Dr. Donald R. Moses, Vice President, indicated that students were the prime movers in getting the College to establish this program with assistance from individual faculty members, the faculty senate and the governance structure. The Dean of Instruction added shaping to the concept with approvals coming from the President, Board of Trustees and State Board of Education in that order. In order to get existing policies modified to incorporate this concept, a faculty committee was appointed with input from all areas affected. In addition to students' requests, Dr. Moses reported, in order, the following motivating factors: appropriate to institution's mission, faculty stimulus and a source of new students.

When asked to rate and rank areas of resistance, Dr. Moses reported "great" resistance from Accrediting agencies for academic reasons, and the same for other higher educational institutions with transfer being the problem. Faculty resistance was "limited" for "working conditions" reasons. The strategy employed to meet this resistance was "persistent and lengthy conversations."

The College had "great" difficulty in obtaining a director and support personnel for this system and "moderate" difficulty in obtaining faculty to do the assessing of learning. Dr. Moses concluded that these difficulties could be resolved if new funding were available and if they could revise their existing pattern of funding.

NORTHEASTERN ILLINOIS UNIVERSITY

Situated in the city of Chicago, Northeastern Illinois University is a State College offering Baccalaureate and, in limited areas, Masters Degrees. Ten thousand strong, 650 students are currently enrolled in the assessment of experiential learning program, which began in March, 1973, with 260 students in this program. The Board of Governors of the B.A. College are responsible for overseeing this program. Relevant faculty do the actual assessing in the areas of the Arts and Sciences, education, "plus 'mainstream' of standard college work in other areas."

Prior to the initiation of the credentialling of life learning, this University had been awarding academic credit other than through traditional classroom methods via CLEP, CASE and, to a limited degree, accepting credits from non-accredited schools. All of these procedures are now incorporated under the assessment of experiential learning structure. Previously, the University had required at least thirty credits of residency academic work, but under the new assessment program, this has been reduced to fifteen even though in theory a student can be awarded an unlimited number of academic credits for experiential learning.

In setting up the assessment of the life learning program, Northeastern Illinois University of necessity made certain policy revisions that affected the various areas of the University. The admissions office found

itself relieved of recruiting students appropo to this program. The registrar's office found it unnecessary to alter transcripts by the simple expediency of attaching a credit equivalency form to the final transcript. The Business Office developed a special fee structure establishing a flat fee of thirty dollars no matter how many credits were awarded via assessment, which is the state mandated fee.

In the instructional area, a new policy was developed to have the regular instructional faculty responsible for assessing the learning wherever appropriate. There is no added compensation for assessing one or two students per year even though this is in addition to the "normal load" of the faculty. When the number of students of a faculty member reaches three or more he is compensated at a rate of ten dollars per student. Furthermore, five assistants have been hired in diverse areas at a contract rate of one hundred dollars per month to aid in the assessing. It is worthy of note that there is no collective bargaining unit so these financial arrangements were not negotiated.

Reacting to a Board of Governors of the B.A. College's suggestion and in order to better serve the adult community in accordance with the University's mission, the Dean of Instruction started the ball rolling to develop a system for assessing experiential learning at Northeastern Illinois. The Dean, working with the Board of Trustees and the State Board of Education implemented the requisite policy revisions. Approval to the

policy as reported by C. Edward Gilpatric, Coordinator: Board of Governors, B.A. Program, was given by these same areas: first by the Dean of Instruction, then the Board of Trustees and finally the State Board of Education. Gilpatric also reported that the "policies (were) set outside the institution--(our) mandate was to implement as given." Unlike most of the other schools in this study, such areas as the academic divisions, faculty, committee on instructional affairs, the institutional governance and even the president and the funding agency were merely informed of the action. These areas had no part in shaping or approving the assessment of experiential learning system; they were simply informed of the new system.

Not too untypically, Northeastern Illinois found considerable resistance from the registrar's office for record keeping reasons. The next area of most resistance--Gilpatric rated this "moderate"--was from the faculty who had reservations from the academic viewpoint, and some "limited" resistance for "working conditions" reasons as it was added to the normal load as earlier reported. The third area of resistance, again labelled "moderate" appears to have come from other higher educational institutions in the view of accepting these credits for transfer purposes. The University apparently expected some resistance from potential employers of these students, but actually found "little or none" such resistance. Coordinator Gilpatric reported that the University sought to meet these various resistances by, first holding periodic meetings and personal diplomacy in developing procedures with the Registrar. Secondly, the

faculty was invited to participate both through informal meetings and via individual contacts in the program and further, the faculty were kept informed through the dissemination of progress reports. The third greatest area of resistance was with other institutions, and the University sought to meet this by constant articulation with the strategy of sharing " a concern rather than a problem."

When it came to actually implementing the program, difficulties arose. The area of greatest difficulty was in obtaining faculty to do the assessing of learning. A close second, and rated "considerable difficulty" was in obtaining funding from the State Department of Education although had apparently been viewed as no great problem in the planning stage. The third area, as ranked by greatest difficulty, and also rated "considerable" was in creating a registrar's system for keeping these new kinds of records. These problems were handled, respectively, by 1) persistence and personal diplomacy with the assistance of the already existing center for new programs obtained the faculty; 2) "hit and miss" approach in getting State funding--the actual problem appears to have revolved around a governor's veto of a general funding bill and, 3) the registrar's problems were alleviated by "mainly better designed forms and procedures as the 'computerization of students' records is in shambles." Lesser areas of difficulty listed were obtaining a director and support personnel for the assessing of experiential learning system, getting funds from their funding agency, creating an admissions system and publicizing the new program. That they were

successful in meeting these various difficulties is obvious as in just two short years, they have assessed a total of eight hundred students.

STATE TECHNICAL INSTITUTE at MEMPHIS

The State Technical Institute at Memphis is a public two-year institution of higher education in Memphis, Tennessee with a total enrollment of 4,000 students offering a variety of technical programs along with traditional general education courses. Although beginning the assessment of experiential learning process in July of 1974, there are 1,200 students currently enrolled. The Dean of Instruction is responsible for the evaluation decision as well as assessing and credentialing the experiential learning using specific courses in the College curricula as the basis. It should be noted that the Dean of Instruction was a new position with specific responsibilities for assessing experiential learning. Faculty members who are involved in assessing the students' life experience are given a reduction in classroom responsibility.

Credit for cooperative education, independent studies and by examination was available to students prior to this new concept and plans do not call for any modification of this practice with the advent of the assessment of experiential learning system. The College will continue to maintain its "residency" policy requiring the last 24 quarter hours to be earned in order for a student to be awarded a degree.

Policies were modified in order to accommodate this process which allowed students to be admitted to this program and register for the assessment process throughout the calendar year as opposed to being

admitted and registered only at the beginning of each quarter. It was also necessary to develop a new financial policy requiring approval of the State Department of Education and the funding agency along with a separate budgetary entry. Tuition charged to students is on the basis of credits awarded and is $5 per credit, which is the same tuition charged to students in the traditional college programs.

The concept was apparently initiated by the President who employed the new Dean of Instruction charging him with the specific responsibilities for formulating revisions to existing policy and seeking input from the academic divisions affected. When the policy modifications were formulated, the Dean sought the approval of the President, the State Board of Education and the funding agency in that order. Dr. Warner Dickerson, Department Head of Developmental Studies, reported that the prime motivating factors for initiating this system (in rank order) were: better service to the adult community, appropriate to the institution's mission, source of new students and response to student requests.

Dr. Dickerson indicated the "greatest" resistance to this concept came from the Registrar for reasons of record keeping, followed by the faculty who saw the academics weakening along with causing more difficult working conditions and from the business office who anticipated budgetary difficulties. The faculty and business office resistance was rated "considerable." The strategy employed to meet this resistance was "stressing the need for the program" and "reminding them of our mission (industry oriented) and

service to our community."

As can be surmised, along with resistance, "great" difficulty was encountered in creating a registrar's system for keeping student records with "considerable" difficulty in developing an admissions system, also. The institution had "moderate" difficulty in publicizing the program to draw applicants. Each of these problems were resolved by "instructing the registrar that the job must be done; giving a deadline for all to get prepared; and good public relations and communications."

It can be concluded that this concept was given a strong push from the administration with authority clearly defined and delineated, resting solely in the office of the Dean of Instruction.

STERLING COLLEGE

A private, four-year college, Sterling College, Sterling, Kansas, has an enrollment of 469 including approximately 100 in the assessment of experiential learning program. This program is three years old but has only been implemented on a limited basis under the aegis of the Dean of Curricular Development, Carol J. Brownlee. Assessment of credit is awarded in all nine competency areas required for graduation, but much of the policy revision remains to be accomplished, so apparently this system has been operating on a sort of "ad hoc" basis. Faculty committees do the assessment, both in these competency areas and in "specific 'field experiences' required in the curriculum," Mrs. Brownlee reported. It is she who actually does the credentialling, however.

In the past, Sterling College has used CLEP, advanced placement, credit by examination and transfer credits from non-accredited schools as means of awarding academic credit. These are now subsumed under the general rubric of assessment of experiential learning program. Relative to residency credit requirements, Dean Brownlee stated, "We have not really established an official policy as yet. Most of our students are still earning most of their credits at our institution." She does suggest a general guideline of up to thirty credits via CLEP plus fifteen to twenty via life experiences.

While no changes were required in their admissions policies for this program, the College has found the need to revise the registrar's procedures to affectively incorporate life experience credentialling. Transcripts have been modified to list competencies in place of specific courses. Students for the first time can register throughout the year. The concept of portfolios for these students is under active consideration currently. "Most of these changes are just now being implemented," Dean Brownlee commented. Furthermore, a special fee structure has been developed by the business office wherein a student pays fifteen dollars per credit hour awarded as opposed to the normal $40 to $60 tuition since this charge is estimated to cover the student's share of the overall operating costs.

As regards the instructional area, a new policy was created to have the regular instructional faculty responsible for assessing this learning. There are plans for the development of an assessment center with a full time director for two years in order to train faculty in assessment procedures. Faculty are currently compensated for assessing learning in a variety of ways. In most cases, this is part of an instructor's normal load with a consequent reduction in teaching assignments. In some cases, an instructor does some assessing with no reduction in teaching assignment with no additional compensation, but with non-teaching assignment reduction. In a very few cases, this assignment is considered as "overload" and is compensated according to a specially created pay schedule. Eventually, the College plans

to move to all assessment being part of normal load with an equitable reduction in classroom assignment with no other change in compensation.

Reacting to a variety of motivating forces, ranked from highest to less as follows: 1) appropriate institution's mission, 2) better service to the adult community, 3) response to student request, 4) faculty stimulus and, 5) a source of new students, the President and the Board of Trustees approached their committee on instructional affairs to investigate an assessment of experiential learning program. This faculty committee, with input from all areas affected but especially from the academic departments and the faculty senate, was charged with formulating the requisite policy revisions. These revisions were then approved by the faculty senate and, finally, by the Board of Trustees. The entire academic community was kept informed as the program took shape.

The most severe resistance, reported as "considerable", to this new program has come from the faculty with concern for its academic worth. Seeking to overcome this, the College has had several special faculty development projects and workshops in order to keep them well informed and as involved as possible. The program also encountered "moderate" resistance from the registrar's office over record-keeping procedures. This the College attempted to alleviate by the expedient of putting the registrar on the planning committee. The only other area of even "limited" resistance recorded was from the Board of Trustees who were concerned about

proliferation of programming. This was met by continual careful reporting to the Board "as to exactly what we were doing," Dean Brownlee stated.

As the program became operative, it ran into "considerable difficulty" creating a registrar's system for keeping the students' records. Commenting on how Sterling College sought to resolve this, Mrs. Brownlee wrote, "We have finally found one of our own students who understands our system and who is a computer science major to write the kind of program we need; we received outside funding to help develop a new records system " from the Kellogg Foundation. They have also encountered "moderate difficulty" in publicizing this program since it is difficult to explain. "Competency" means such differing things to different people. Further, it became apparent that at first their own publicity people "didn't really understand....what we were trying to do." The only other difficulty reported, and this "limited," was in obtaining faculty to do the assessment, --the faculty are willing, but do not always have the skills required. The College is seeking FIPSE funding to train faculty members for this.

In the case of Sterling College, although the program is three years old, and yet they are just beginning to develop needed policies and procedures. They make an interesting study because they are experienced enough to see the problems yet new enough to constantly seek better solutions.

WEBSTER COLLEGE

Webster College is a private, four-year college with some masters programs. This small innovative college in Missouri has a total of 950 students, which includes 172 currently involved in the assessment of experiential learning system, a system some ten years old being established in 1964. Serving under the Dean of Faculty is a director of the Contract Center who has responsibility for this program. Faculty do the actual assessment in all liberal arts areas excepting philosophy--only because no student has yet to request same.

Prior to the establishment of this program, the College used CLEP, USAFI, advanced placement and credit by examination as methods for awarding academic credit. Some of these are part of the assessment process, but they all "fall into several categories at our institution," Dr. Barbara A. Barbato, Professor of history and political science and acting director of the Contract Center, commented. The College has had a policy that at least thirty credit hours residency were required for graduation, but now apparently twenty-seven of these credits can be via the assessment route.

It would seem that innovation is the rule at Webster as little difficulties were reported by Dr. Barbato in developing the experiential learning assessment system. They simply incorporated admissions and record mechanisms for this new program into existing procedures. The

Business Office did set up a new fee schedule and budgetary entries for this system, but again apparently along established cost computing procedures. The first eleven credits cost 50% per hour full tuition, 12 to 18 credits at 40%, 19 to 30 credit hours a flat $500, 31 to 64 costs $600 and over 64 credits is $700. Webster uses 52.7% of tuition as a cost figure for "other than exclusively instructional costs" and this fee schedule reflects that percentage. As for the instructional area, the assessment program was simply incorporated into the existing policy structure; faculty get assigned assessment in addition to their "current normal load," with no change in compensation, there is no collective bargaining unit so negotiations have not entered into this arrangement.

The program appears to have been initiated when an older student was in a conference with the Registrar and then with the Dean of Instruction. When asked to rank motivating factors for initiating this program, Dr. Barbato listed "appropriate to institution's mission" first. Tied for second were "response to student request" and "better service to the adult community" and then, third, stimulus from the faculty.

The new assessment program was jointly shaped by the student, the registrar, faculty, the committee on instructional affairs and the dean of instruction. The path of approval for this system was from the committee on instructional affairs to the faculty senate and final approval from the

President. The academic divisions, the student body, the institutional governance and the Board of Trustees were kept abreast of the developments.

In describing the resistances to the new assessment of experiential learning system, Dr. Barbato reported little or none internally. The only areas of resistance she listed were "considerable" from other higher educational institutions for transfer (academic) reasons and "limited resistance" from accrediting agencies, also for academic reasons. Attempting to meet these reasons, the College insisted that students receiving such credit be "overqualified." At the same time, "the college is participating and cooperating in several projects for the setting of norms or determining of criteria in this area," Dr. Barbato stated.

They have had consistant "great" difficulty with funding the program, however--both from their own funding agency and from the State Department of Education. "Funding continues to be a major problem. We continue to negotiate with such agencies as V.A. (and) vocational rehabilitation." The College had moderate difficulty in creating an appropriate admissions system. This has raised some recent problems so the college has begun a series of meetings among the advising, assessment and admissions officers to determine new procedures. Another moderate difficulty is obtaining able faculty to do the actual assessment. In order to meet this continuing problem, "training of faculty to supervise and advise in the assessment process was just recently initiated," Dr. Barbato reported. Other than these areas, the College has found little or no difficulty in creating what appears to be a very successful program.

SUMMARY AND RECOMMENDATIONS

Since the purpose of this report is to seek information concerning "policies, procedures and politics effecting experiential learning," this portion deals exclusively with those areas reported as having resisted the idea of assessing experiential learning for academic credit and/or as having had difficulty in actually establishing such a system and the strategies used to meet these problems. In order to be as inclusive as possible, data used herein will be not only gleaned from the mini-case studies delineated above, but also from five other institutions who did not meet all the criteria for mini-case study status, plus one institution which asked not to be cited individually. This data is in tabular form in Appendix G. From this miniscule sample, the total number of resistances and difficulties reported would suggest that the following problem areas are discussed in rank order.

Faculty Related Problems

Faculty have legitimate concerns: Will this assessment process "water down" the academic standard of the institution? How will this affect the faculty's working conditions? Can life experience glean knowledge of the theories of the discipline or only application of it? Can a faculty member validly assess such knowledge, e.g. what are the appropriate techniques to use in a given specific situation? Would this system lessen the number of students in the division's courses?

Obviously, these questions deserve careful consideration. The nature of the faculty member beast is such that he does not like new approaches imposed on him by administrative fiat. He must be included in both the planning and implementing of any new program affecting the instructional area. In the case of developing a system to assess experiential learning, it would seem wise to include acknowledged faculty leaders into the earliest planning stages. The system's requisite policy revisions should be directed through the institutional governance system including all faculty committees affected as well as all academic divisions. The informational flow should be constant and the input of all faculty should be constantly sought.

Except in the most unusual situations where no faculty member has the requisite knowledge of the subject area, e.g. where a student might seek credentialing of the foreign language requirement via Japanese where no faculty member is conversant with Japanese, the regular faculty members should be used in the actual assessment of the life experiential knowledge. Seminars should be generated to acquaint these faculty with the various techniques that might be used. CAEL has listed as a prime priority for this year to assemble and develop techniques to assess experiential learning, and this information should be incorporated into such seminars. Released time from normal duties ought to be made available for planning and developing approrpiate procedures for each area where assessment is

contemplated. Finally, either a reduction in load--classroom or non-classroom--or overload compensation should be implemented for faculty who are asked to assess students' life experiences. Where the faculty are organized, it is probable that this system would be part of the negotiated contract.

Business, Financial, Funding Problems

The problems of finance, although a concern for some of the institutions, was not considered a major problem for most. Typical difficulties appeared to be in projecting costs, including what costs should be used, such as overhead, administration, faculty compensation, etc. In reflecting on the cost of assessment, Sharon (1975) in "A Task-Based Model for Assessing Work Experience" raised the following questions: "Will the faculty be expected to contribute their time or will they be paid for it? How will the funds be raised to compensate the faculty? Will the faculty have the time to devote to assessment even if they were paid for it?" Table II, Appendix G illustrates those costs in hours and dollars for the assessment of competencies in one occupational field as noted by Sharon (1975). His estimate was a fixed cost of $3,900 and a per student cost of $123. Table III, Appendix G indicates how the actual per student cost decreases as the number of students increases due to a constant fixed cost.

Sharon (1975) concluded that "Certainly the student who is being assessed should pay at least part of the costs. This will discourage frivolous

credit seekers and make the assessment process more equitable. But should the student being evaluated be burdened with all of the costs? If this is done, there is a danger that only those students who can afford it will seek assessment rather than all those whose skills would qualify them to do so. Extreme critics of the process might suggest that the college allows students to buy a degree. Probably the most equitable procedure might be one in which the student and the college share the assessment costs."

Several schools indicated difficulty in obtaining funding either from their State Department of Education or their own funding agency. There was little difference between public and private institutions with regard to obtaining funding support.

Delaware County Community College is devising a unique process for institutions who receive their funding on a formula basis and the authors would recommend that all institutions in this category consider the procedures as delineated below..

The financial model we are advocating begins with the preparation of a budget to include costs such as administration, faculty compensation for assessment, faculty compensation for the development of competency objectives, printing and promotional materials, instructional supplies and overhead. A projection (or best guestimate) of the number of students and the average number of credits they will be seeking must then be developed.

To exemplify our financial model, let us say that we estimate that in the coming fiscal year, we will assess 600 students and that the average number of credits to be sought by each student is 12. In addition, using those costs noted above, we determine that our budget will project expenditures of $120,000. At this point, we must calculate the average cost per credit hour sought using the following formula:

Total Costs	÷	Projected average credits sought (600 students x 12)	=	Average cost per credit by assessment
$120,000	÷	7200	=	$16.67

The next step is to compare the average cost per credit by assessment to the cost per credit, per student in the traditional college program to determine a ratio. If your cost per credit in your traditional program were $66, you would be comparing $66 to $16.67 or 4 to 1. In other words, the assessment process costs 25% of your normal cost per student.

At this point, the next question is how to get all parties, student, local sponsor, and state, to share in these costs? Our plan is the development of a "course" as follows:

EXP 2901 to 2915 ASSESSMENT OF EXPERIENTIAL LEARNING
Credits 1 to 15

An instructional process designed to document, evaluate and validate learning that has taken place through non-traditional means, e.g. work experience, independent study, travel, etc. The number of credits for which students enroll in this process will be dependent

on the number of academic credits sought by each student, i.e. for 4 credits or less to be evaluated, a student will enroll in "Assessment of Experiential Learning" for 1 credit.

EXP. COURSE CREDITS

		Credits Sought
EXP 2901	1 credit (s)	1 to 4 credits
2902	2 "	5 to 8 "
2903	3 "	9 to 12 "
2904	4 "	13 to 16 "
2905	5 "	17 to 20 "
2906	6 "	21 to 24 "
2907	7 "	25 to 28 "
2908	8 "	29 to 32 "
2909	9 "	33 to 36 "
2910	10 "	37 to 40 "
2911	11 "	41 to 44 "
* 2912	12 "	45 to 48 "
2913	13 "	49 to 52 "
2914	14 "	53 to 56 "
2915	15 "	57 to 60 "

* Students enrolling for 12 or more credits of "Assessment of Experiential Learning" in a given semester, will be charged a tuition based on the full time tuition rate.

As demonstrated above, the number of credits in which the student enrolls in this "course" is determined by the number of academic credits sought utilizing the ratio 1 to 4. It should be noted that this ratio can, of course, be modified depending upon your costs of assessment and that the tuition charged is based on credits sought as opposed to credits awarded since the same costs will be incurred whether or not the credits are awarded.

(Prior to the actual faculty assessment, there is a counseling process with the learning experiences specified and matched against specific stated competency criteria.)

The income side of the budget can easily be calculated by totalling the credits of "Assessment of Experiential Learning", converting them to Full Time Equivalent students (FTE's).

Student Tuition

1800 cr. hrs. of "Assessment of Experiential Learning" (7200 ÷ 4 = 1800) 1800 x $22 per cr. hr.	$39,600
State Reimbursement	
1800 cr. hrs. ÷ 24 = 75 FTE x $500	$37,500
Sponsor's Share	
75 FTE x $572 ($572 = sponsor cost per FTE)	$42,900
Total Income	$120,000

The major advantages of this process are as follows:

1. All parties, student, state and local sponsor, share in the cost of assessment in the same proportions as for the traditional programs of the college.

2. If your costs increase, the same formula can be applied since everything is based on the credit hour.

3. If you find that the costs for this assessment process are increasing, the ratio can be varied from one credit to four credits to one credit to three credits in order to accommodate these increases in costs.

4. Faculty can be compensated for their time on several different bases, i.e. contact hour, credit hour, flat fee for each student, etc.

The "new" student is upon us--this model is one method of meeting his educational needs on a fiscally sound basis.

Private institutions must, of course, pass all costs on to the student unless they have other sources of funding. The College of Saint Rose uniquely handled the problem of students being assessed at their institution, being awarded the credits, and then transferring these credits to a less expensive public institution by awarding provisional credit which would only be applicable upon completion of the degree program.

One private institution began the program with the voluntary services of the faculty and administration until it could be self-supporting. Another institution recommended that negotiations be started early with agencies such as the Veterans Administration and Vocational Rehabilitation for the approval of this concept.

Registrar's Office Problems

The registrar's office is a source of difficulty in any new program. Procedures are frequently scheduled rather precisely. Space is often at a premium. If the office is computerized, the computer time is limited and expensive. The assessment of experiential learning system often runs into real resistance from this office--more so than many other innovations. Are students admitted all year round rather than just at the beginning of terms? What will this do to our schedule? How can we

incorporate "competencies" into our grading system, our transcripts, our computer, our grade point average? Will we get additional personnel to handle the additional work required? Do we have control over the portfolios or are records going to become scattered all over the institution? How can we possibly insure confidentiality?

As in all instances, it seems advisable in meeting these problems and concerns head on. The registrar should be put on the planning committee at the outset. Northeastern Illinois suggests that if it is impossible to change the entire record keeping system right away, an interim solution is to simply attach a credit equivalency form to the final transcript. Sterling approached the computer problem by having one of their upper classmen in computer science design an appropriate program. In any case, record keeping is going to need revision and the registrar is going to need sympathetic assistance and cooperation. It is not suggested that it be done as one of the sample institutions did--which was to simply "instruct the registrar that the job must be done," and then give him an absolute deadline to accomplish it.

Admissions Office Problems

The admissions office has unique aspects. Not one of the responding institutions suggested any resistance to the new assessment of experiential learning concept. In these days, the more students, the merrier! But when the program actually began, many difficulties arose. Who is responsible

for recruiting and admitting these students. If the admissions office, are they responsible for assessing the life experiences, as they may have been with transfer credits? If some other office, are all the various procedures and paper work adequately supervised? Are students admitted year round, and if so, what effects does this have? Should these students be required to meet the normal admissions criteria such as college board examinations? How do we handle credits earned many years ago?

In most cases, students are admitted to the school at any time during the calendar year. This would appear to be effective. With declining enrollments facing so many institutions, an assessment of experiential learning system would seem to aid in generating new students, and anything to pave the way more smoothly deserves thoughtful consideration. Webster College suggested that the advising, assessment and admissions officers have a series of meetings to delineate individual and collective responsibilities. Following the aegis of their Continuing Education for Women Department, the University of Pittsburgh has virtually eliminated any statute of limitations on credits previously earned. This is perhaps too extreme. Certain disciplines, e.g. the lab sciences, have changed and grown so much that it would appear that some restrictions might be warranted. The College of Saint Rose has taken both the recruitment and admission of these students out of the admissions office and placed these responsibilities in the office of the program director of the assessment of experiential learning system.

It is herein recommended, however, that the students be admitted through the admissions office according to normal procedures. The only exception being that such requirements as ACT or CEEB be waived pending the assessment of their learning. After being admitted, these students would then be passed over to this program's director for processing and assessing. Once the final status has been detailed, the assessment committee can determine whether any or all required entrance examinations are necessary on an individual student basis.

Other Higher Education Institutions and Accrediting Agency Problems

Of the eleven schools in this limited sample, four indicated problems with other institutions for academic (transfer) reasons. Two institutions (both having problems with other higher education institutions) also reported resistance from accrediting agencies for academic reasons.

The College of Saint Rose which was having problems with both of the above, has been conservative in the awarding of credit and with regard to transfer credit stated, "To date, students have received credit in areas and for experiential learning for which they overqualify." Concerning accrediting agencies they stated, "The College is participating and cooperating in several projects for the setting of norms or determination of criteria in this area."

Northeastern Illinois University, remarking on transfer problems said, "Open Communications--we tell others what we are doing--a concern

rather than a problem."

One private college which is only a few years old and has not received accreditation responded to both problems by indicating, "Persistent and lengthy conversations."

It seems that the basic recommendation here is articulation. Delaware County Community College, to date, has restricted the awarding of experiential learning credit to its occupational curricula. Plans are under way, however, which would involve faculty from other four year institutions in the development of competencies. This should provide a vehicle for articulating the concept and smooth the transfer of students being awarded credit under this process.

Obtaining Director and Publicity Problems

Three Colleges indicated some degree of difficulty in obtaining a director for the program. Speaking from first hand experience, the authors can empathize with them since at Delaware County Community College there was a similar problem. The recommendation given here is to advertise nationally in the traditional publications, e.g. Chronicle of Higher Education, New York Times, etc., and specifically recruit for someone with experience in non-traditional studies or experiential learning. As can be expected, Delaware County Community College received over four hundred applications of which about twenty-five met the criteria as advertised.

The key is not only getting someone with the "academic qualifications", but someone who is philosophically attuned to credit being awarded for activities outside the four walls of a college classroom.

Problems of publicizing the program were listed by three institutions as being "moderate" and one institution as being "limited."

Sterling College typified the response to this problem when they said, "It is difficult to explain the kind of program we have. 'Competency' means different things to different people. Our publicity people didn't really understand at first what we are trying to do."

The recommendation here certainly is to involve the public or community relations department as early as practicable in the development of the concept. Stated very simply "you can build the greatest mouse trap in the world, but if no one knows about it, who is going to buy it."

Throughout this "Summary and Recommendations" section, the terms "involvement and articulation" have been used (and possibly abused). Needless to say, the authors are strong advocates of the participating form of governance and strongly recommend the input from all areas of an institution in the development of an idea such as the assessment of experiential learning. In addition to receiving a cross section of thought about the concept, it is certainly the best method of obtaining commitment from all concerned.

A final suggestion for those institutions considering the arena of experiential learning would be institutional membership in the Cooperative Assessment of Experiential Learning (CAEL). In addition, the purchase of the Jossey-Bass series which includes most all of the recent writings on non-traditional study as well as the report of the Commission on Non-Traditional Study, is recommended.

BIBLIOGRAPHY

Allen, James E. Jr. An Open University External Degree Program for Massachusetts. Recommendations Concerning a Possible Organizational Structure, 1971, Educational Research Information Center (ERIC) EDO71-585.

Barton, George. Practicums. Nova University, Fort Lauderdale, Florida, 1973.

Bray, Douglas W. and Grant, Donald L. The Assessment Center in the Measurement of Potential for Business Management. Psychological Monographs: General and Applied, 1966, vol. 80, no. 17.

Burns, W. J. and Pfleger, Allan F., Editors. Optional Learning and the External Degree. Conference Proceedings (July 18-21, 1973). Cleveland Commission on Higher Education, Ohio. Educational Resources Information Center (ERIC) EDO86-110.

Churchill, Ruth A. Antioch Policy on the Evaluation of Demonstrable Learning in the Past. Office of Educational Evaluation and Research, Antioch College, Yellow Springs, Phio, 1973, 10 pp.

. Commission on External Degree Programs: The Pennsylvania State University: Final Report. University Park, Pa., 1972. Educational Resources Information Center (ERIC) EDO87-290.

. Commission on Non-Traditional Study, Gould, Samuel B., Chairman. Diversity by Design, Jossey-Bass, San Francisco, California, 1973.

. Connecticut Commission for Higher Education. Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services, Hartford, 1973. Educational Resources Information Center (ERIC) EDO74-940.

. Connecticut Commission for Higher Education. Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit. Hartford, 1973. Educational Resources Information Center (ERIC) EDO74-939.

. Ferris State College. The Ferris Educational Mission: A Continuing Study by the Ferris Educational Planning Committee, Part II: Continuing Education. Big Rapids, Michigan, 1973. Educational Resources Information Center (ERIC) EDO83-912.

Hobbs, Rebecca. Academic Planning for the Minority Disadvantaged Student: Three Models for Change. Washington State Board for Community College Education, Seattle, Washington, 1973. Educational Resources Information Center (ERIC) EDO77-491.

Houle, Cyril O. The External Degree. Jossey-Bass, San Francisco, California, 1973.

. Massachusetts State Board of Higher Education. The Open University, A Preliminary Report. Boston, 1971. Educational Resources Information Center (ERIC) EDO72-721.

Kray, Eugene J. The Structure and Financing of a Program to Assess Experiential Learning. Unpublished manuscript (ERIC publication forthcoming).

Mackey, Barbara H. Designing the External Degree Program. Journal of Higher Education, Vol. 44, June 1973. EJO79-303

Shaw, Kenneth A. Riding the Crest of a Wave - Or Lets Stop Talking Non-Traditional Study to Death. College Board Review, Vol. 89, Fall, 1973 EJO86-270.

Stevens, Auriol. Priorities at the Centre. London Times Educational Supplement, 3061, pp.21f. January 25, 1974, EJO93-921.

. A Task-Based Model for Assessing Work Experience, CAEL Working Paper #T-5A, report prepared by Sharon, Amiel T., Cooperative Assessment of Experiential Learning, Princeton, N.J., March, 1975.

. University Without Walls: A First Report. Union for Experimenting Colleges and Universities. Antioch College, Yellow Springs, Ohio, 1972.

Venning, Philip. Where Does It Get You Anyway. London Times Educational Supplement, 3061, p.23. January 25, 1974 EJO93-923.

Warren, Jonathan R. Awarding Credit, in K. Patricia Cross, John R. Valley and Associates, Planning Non-Traditional Programs. Jossey-Bass, San Francisco, California, 1974.

OTHER SOURCES

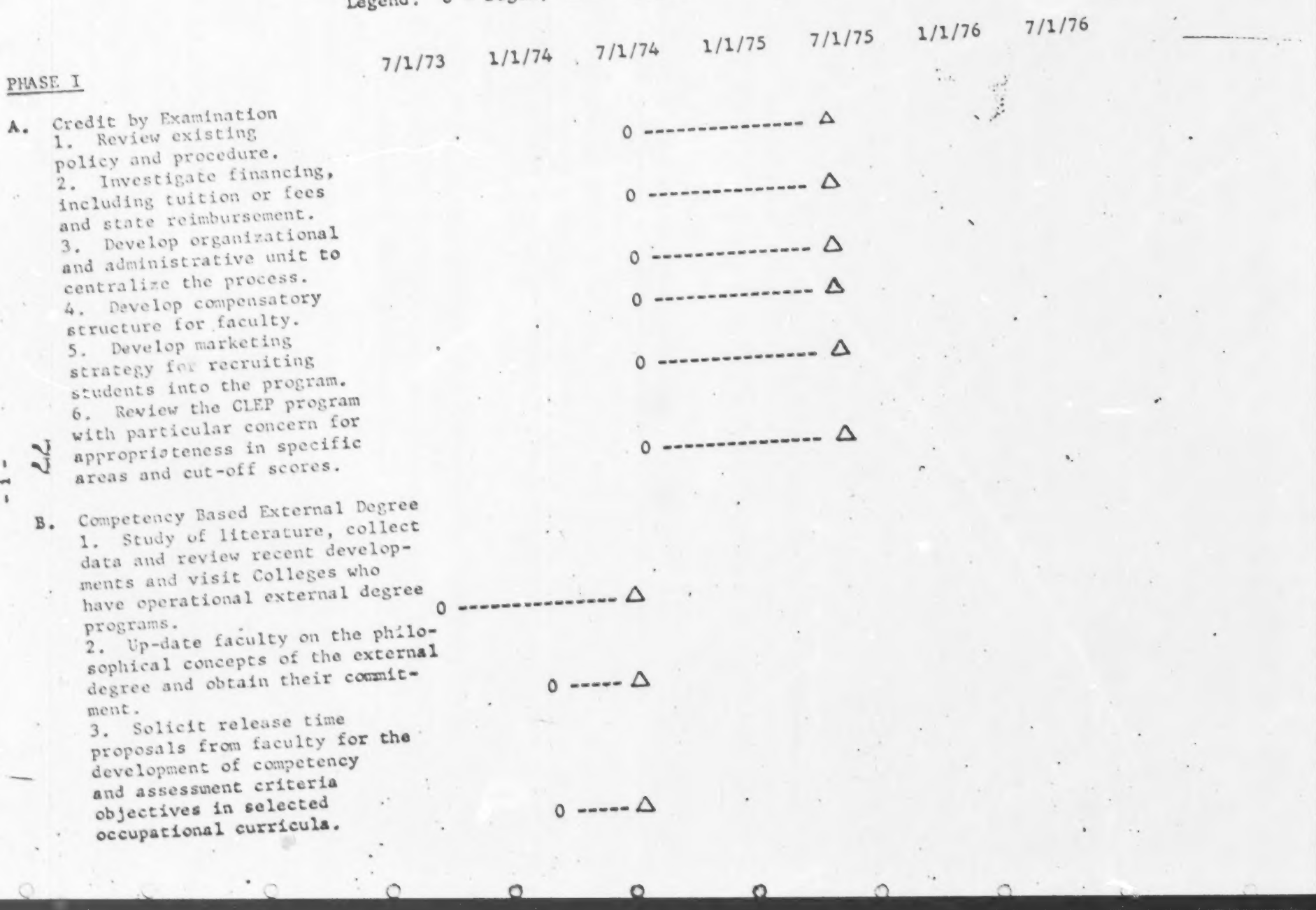
Coleman, James. "Properties of Experiential Learning." A commissioned paper presented at the first meeting of the Cooperative Assessment of Experiential Learning (CAEL) Assembly, Chicago, October 8, 1974.

Smith, Virginia. "Assessing Experience: The Search for an Integrating Logic." An address given at the first meeting of the Cooperative Assessment of Experiential Learning (CAEL) Assembly, Chicago, October 7, 1974

APPENDIX A

A MULTI-PHASED APPROACH TO THE DEVELOPMENT OF THE EXTERNAL DEGREE PROGRAM AT D.C.C.C.

Legend: 0 = Begin; Δ = Completion and/or implementation


7/1/73
1/1/74
7/1/74
1/1/75
7/1/75
1/1/76
7/1/76
PHASE I
A. Credit by Examination
1. Review existing policy and procedure.
2. Investigate financing, including tuition or fees and state reimbursement.
3. Develop organizational and administrative unit to centralize the process.
4. Develop compensatory structure for faculty.
5. Develop marketing strategy for recruiting students into the program.
6. Review the CLEP program with particular concern for appropriateness in specific areas and cut-off scores.
B. Competency Based External Degree
1. Study of literature, collect data and review recent developments and visit Colleges who have operational external degree programs.
2. Up-date faculty on the philosophical concepts of the external degree and obtain their commitment.
3. Solicit release time proposals from faculty for the development of competency and assessment criteria objectives in selected occupational curricula.

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
4. Retain a consultant to work with the above faculty in the development of competency objectives and assessment criteria in the occupational curricula selected.		0 ----- Δ					
5. Investigate the consortia Cooperative Assessment of Experiential Learning (CAEL) as being developed under a grant from the Carnegie Foundation by the Educational Testing Service.		0 ----- Δ					
C. Funding Development both of Competency Objectives for the External Degree							
1. Fund for the Improvement of Post-Secondary Education.		0 ----- Δ					
2. Vocational Education Funds.		0 ----- Δ					
3. Pennsylvania Open College Fund.		0 ----- Δ					
4. DCCC released time funds.		0 ----- Δ					
D. Placement Testing							
1. Review relationship to Credit by Examination and consider possible integration of certain aspects.			0 ---------- Δ				
2. Consider centralization of the process.			0 ---------- Δ				
3. Consider ramifications of a fee structure as the Placement Testing might interface with Credit by Examination.			0 ---------- Δ				
E. Assessment Center							
1. Consider development in light of some of the above.			0 ---------- Δ				

7/1/75 1/1/74

2. Consider organizational and administrative relationships. 0 ---------- Δ
3. Consider staffing. 0 ---------- Δ
4. Consider operational costs. 0 ---------- Δ
5. Consider relationship to existing structure and where assessing ends and counseling begins. 0 ---------- Δ

PHASE II

A. External Degree
1. Review and evaluate overall process to date in light of delivery system and organizational structure to accomplish goals. 0 ---------- Δ
2. Initiate faculty involvement and funding for the development of remaining occupational curricula. 0 ---------- Δ
3. Initiate the development of the competency objectives "concept" with faculty and others within the college and university transfer curriculum. 0 ---------- Δ
4. Begin discussions with four year colleges on a cooperative arrangement to accept transfer students from the external degree program. 0 ----------(7/1/77)--- Δ

B. Other
1. Anticipate organizational structure necessary to encompass existing internal policies and developing policies into one administrative unit. 0 ---------- Δ

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
PHASE III							
A. External Degree							
1. Evaluate effectiveness of the program from a stand point of acceptability, marketing strategy, and effect on existing programs.				0 ----------			Δ
2. Examine cost effectiveness of program.				0 ----------		Δ	

APPENDIX B

Approved P.S.: 7/10/74
Approved B/T: 7/17/74

4.6.14 Assessment of Experiential Learning

The Community College of Delaware County recognizes that college-level study and achievement does not always take place in the formal setting of the college classroom. Such college-level learning may have taken place through on-the-job training, military service schools, the United States Armed Forces Institute, independent study, travel, etc. The College will, therefore, award credit where such achievement is relevant and can be demonstrated through standardized tests such as the College Level Examination Program (CLEP), through own Credit by Examination Policy, through a faculty assessment of experiential learning, and/or through such other measures as the College may devise.

APPENDIX C

Delaware County Community College
Media, Pennsylvania 19063 353-5400

February 10, 1975

MEMORANDUM

To: My Colleagues in the Assessment of Experiential Learning

From: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, and
Bruce Wyman, Professor of Behavioral Sciences

Subject: Survey of Policies, Procedures and Politics Effecting Experiential Learning

You will recall that last October you were asked to complete a questionnaire on the Structure, Practices and Financing of Non-College Sponsored Experiential Learning. At this time, I would again express my appreciation for your cooperation and hope that the results I forwarded you in January were at least interesting, if not useful.

As you can tell from the attached document, another study is at hand under the direction of two of us relative to the "Policies, Procedures and Politics Effecting Experiential Learning". This survey is being used as the basis for a practicum in Educational Policy Systems which we will be writing as doctoral students at Nova University, Kray in Community College Administration, and Wyman in Curriculum and Instruction.

This preliminary survey is being sent to those 80 members of the Cooperative Assessment of Experiential Learning (CAEL) who formed the basis for my first study. All responses will again be held in confidence and no College names will be used individually without their expressed permission. Shortly following the receipt of this preliminary questionnaire, we will forward a more detailed survey to selected institutions attempting to get at the process and planning involved in the development of this concept.

In any case, may we ask that you please return this preliminary questionnaire as soon as possible but prior to February 18, 1975. May we also ask if you can send us copies of any policy or procedural initiations or modifications that have been developed effecting the assessment of experiential learning.

All of you will receive a summary of our findings. Thank you again for your kind assistance.

EJK/BW:g

Enc.

PRELIMINARY Survey on Policies, Procedures
and Politics Effecting Experiential Learning

1. Name:_____Position:_____
   Institution:_____
2. When did you start your assessment of experiential learning system? Month_____ Year_____
3. How many students enrolled in this system the first year? Estimated:_____; Actual:_____
4. Current enrollment in this system: _____
   total institution enrollment: _____
5. Would you be willing to complete a more detailed questionnaire re your experiences in setting up this system? Yes_____; No_____.

APPENDIX D

Delaware County Community College
Media, Pennsylvania 19063 353-5400

February 21, 1975

MEMORANDUM

To: My Colleagues in the Assessment of Experiential Learning

From: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, and Bruce T. Wyman, Professor of Behavioral Sciences

Subject: Survey of Policies, Procedures and Politics Effecting Experiential Learning

Thank you for responding to our preliminary survey on "Survey of Policies, Procedures and Politics Effecting Experiential Learning" and agreeing to complete a more in-depth questionnaire on the subject.

The enclosed document is an attempt to get at the process and planning that institutions use to implement a system of assessing experiential learning. In the formal study, those institutions selected will be reported in a "mini-case study" format utilizing the data gathered in the original questionnaire of October, 1974, the preliminary survey and the enclosed document. Following these "mini-case studies" (which may require follow-up through telephone conversations) similarities and unique experiences will be discussed. Finally, inferences will be drawn suggesting methods for the inaugurating of such a system while avoiding many pitfalls.

May we ask that you return the enclosed questionnaire as soon as possible, but at least prior to March 3, 1975. May we again ask, if you were unable to do so when we wrote you on February 10, 1975, if you could send us copies of any policy or procedural initiations or modifications that have been developed effecting the assessment of experiential learning.

Thank you again for your kind assistance. We will forward you a summary of our findings.

EJK/BTW:g

Enc.

Survey on Policies, Procedures and Politics
Effecting Experiential Learning

Name of Institution: _____

Name of Person Completing this Survey: _____

Title: _____

1. Type of institution of higher education (check appropriate):

_____ Public Two Year
_____ Public Four Year
_____ Other: _____
_____ Private Two Year
_____ Private Four Year

2. Were there policies and/or procedures of your institution which required some changes or modifications in order to implement a system for the assessment of experiential learning? _____ Yes; _____ No.

2a. If yes, please complete the remainder of this survey by going on to question three below.

2b. If no, would you please briefly indicate why this was not necessary in the following few lines. (After that, you need not complete the remainder of this survey.)

_____

_____

_____

_____

3. Prior to initiating assessment for experiential learning, did you have other instructional non-classroom methods for awarding academic credit?
_____ Yes; _____ No.

3a. If yes, please indicate by checking all those appropriate below:

_____ CLEP
_____ Advanced Placement
_____ Transfer credits from non-accredited schools
_____ Cooperative Education
_____ USAFI
_____ Credit by Examination
_____ Other: _____

3b. If yes, do you plan (or are you planning) to incorporate those checked above under a general assessment of experiential learning system?
_____ Yes; _____ No.

4. Has your institution had any policy delineating a minimum number of "residency" credits that must be earned at your institution in order for the student to be awarded a degree? _____ Yes; _____ No.

4a. If yes, how many? _____ _____

4b. If yes, was the policy modified in any way by the inauguration of the assessment of experiential learning system? (Check all appropriate)

_____ Yes, credits could be via assessment. How many? _____
_____ Yes, but not in relation to the number of credits that must be earned at the institution. Please explain: _____
_____
_____ No change
_____ Other: _____

The next several questions relate to revisions that were needed in policies for various offices and areas of your institution. For the purposes of this survey, by "policy" is meant any guideline, procedure, regulation, etc. used to structure your institution's programs. In each case, the first alternative--No Change--should be checked if the only revision was to incorporate the assessment of experiential learning system in the previously existing policies.

5. Were (will) any policies relative to the admissions office (be) revised to implement the assessment of experiential learning system? (Check all appropriate)

_____ No change (Just incorporated)
_____ Students may be admitted to this one program only at any time during the calendar year.
_____ The admissions office is specifically charged with the assessing of the experiential learning.
_____ CLEP, USAFI, Advanced Credit and all other such assessment and awarding of academic credit was deleted from the responsibilities of the admissions office.
_____ Some areas of student recruitment were deleted from the responsibilities of the admissions office.
_____ Other: _____

6. Were any policies relative to the Registrar's Office revised to implement the assessment of experiential learning? (Please check all appropriate)

_____ No change (Just incorporated)
_____ Students, for the first time, were permitted to register into the assessment process at more--though, perhaps, specified--times during the year than just at regular semester beginning times.
_____ Transcripts were modified to list competencies in place of specific courses for students going through the assessment process.
_____ Transcripts were not modified, but credits were awarded in general areas, e.g. social studies.
_____ Transcripts were not modified, since grades are recorded for specific courses offered in the college curriculum only.
_____ Assessment by experiential learning students' portfolios are kept in Records Office files.
_____ Other: _____

7. Were any policies relative to the instructional area revised to implement the assessment of experiential learning system? (Check all appropriate)

_____ No change (Just incorporated)
_____ No change (Just assigned to existing personnel)
_____ A new position and job description was initiated to administer the system.
_____ A new position and job description was initiated to administer the system and to personally assess the learning.
_____ A new policy was created to have the regular instructional faculty responsible for assessing the learning.
_____ Other: _____

7a. If you check the last typed out response--that faculty have been made responsible for assessing the learning, please check the appropriate below:

_____ This assignment is in addition to current "normal load", with no change in compensation.
_____ This assignment is part of the "normal load", but with an equitable reduction in classroom assignment with no change in compensation.
_____ This assignment is part of the "normal load", but with an equitable reduction in non-classroom assignments, e.g. committee work, with no change in compensation.
_____ This assignment is considered "overload" and is compensated in accordance with previously existing overload pay schedules.
_____ This assignment is considered "overload" and is compensated according to an entirely newly created pay schedule.
_____ Academic divisions or departments are charged with assessing the learning, but the method re "load", "overload" is determined by that division or department.
_____ Other: _____

8. Were any policies relative to the Business Office area revised to implement the assessment of experiential learning system? (Check all appropriate)

_____ No change (fees are identical to existing policies)
_____ A special fee structure was developed, along with separate budget entries for this system.
_____ A new financial policy had to be developed which required approval by the Board of Trustees.
_____ A new financial policy had to be developed which required approval by the funding agency.
_____ A new financial policy had to be developed which required approval by the State Department of Education.
_____ Other: _____

The remainder of this survey deals with how the assessment of experiential learning system was developed at your institution.

9. Could you please indicate the path of the idea of assessment of experiential learning at your institution by checking in the first column, the one or two individuals or areas that initiated the idea. In the second column, please check those that shaped the policy. In the third column, please indicate those areas that were merely informed that this system was being inaugurated. In the last column, please order by sequentially numbering 1, 2, 3 etc. the path of the approval of the requisite policy revisions.

Initiated	Shaped	Informational only	Approval	Area
				Academic division or department
				Individual faculty member
				Dean of Instruction
				Faculty Senate
				Faculty Collective Bargaining Unit
				Dean of Continuing Education
				Committee on Instructional Affairs
				Institutional Governance
				President
				Board of Trustees
				Funding Agency
				State Board of Education
				Other:

10. Please rank numerically those factors that appear to have been prime motivating factors in initiating this system at your institution (1 to 5 etc.)

_____ Source of new students
_____ Better service to the adult community
_____ Appropriate to your institution's mission
_____ Response to student request
_____ Faculty stimulus
_____ Other: _____

_____

_____

11. What was the process involved in creating the revisions in policies necessary to initiate this system at your institution? (Please check all appropriate)

_____ A special committee was appointed from all areas affected to draw up the requisite revisions.
_____ The person appointed in charge of the new system was solely responsible for formulating the revisions, though he may have sought input from the various areas affected.
_____ A faculty committee, with input from all areas affected, was charged with formulating the revisions.
_____ The policy revisions, from an administrative viewpoint, was formulated as checked above, by compensation for all faculty involved in actually assessing the learning was negotiated with a faculty committee or bargaining unit.
_____ Other: _____

_____

_____

12 a. In the rating column below please indicate using the following scale, the degree of resistance encountered from each area in developing the concept and the policies for the assessing of experiential learning as follows: a = great, b = considerable, c = moderate, d = limited, and e = little or none.

b. In the ranking column please indicate using a numerical scale (1 to whatever number necessary) with 1 equaling the most resistance, 2 the next and so on down the column.

(a) rating	(b) ranking	area
		Faculty resistance for academic reasons
		Faculty resistance for "working conditions" reasons
		Registrar resistance for recordkeeping reasons
		Business Office resistance for budgetary reasons
		Board of Trustees resistance for academic reasons
		Board of Trustees resistance for "proliferation of programs" reasons
		Funding Agency resistance for academic reasons
		Funding Agency resistance for budgetary reasons
		State Department of Education resistance for academic reasons
		State Department of Education resistance for budgetary reasons
		Other higher educational institutions resistance for academic (transfer) reasons
		Potential Employers resistance for academic reasons
		Current of past employers resistance for academic reasons
		Professional agencies resistance for academic reasons
		Accrediting agencies resistance for academic reasons
		Other: _____

12 c. Would you please briefly describe your institutions strategies to meet the top three areas of resistance as ranked above in (b).

1. _____

2. _____

3. _____

13 a. In the rating column below please indicate using the following scale, the degree of difficulty encountered from each area in developing the concept and the policies for the assessing of experiential learning as follows: a = great, b = considerable, c = moderate, d = limited, and e = little or none.

b. In the ranking column please indicate using a numerical scale (1 to whatever number necessary) with 1 equaling the most resistance, 2 the next and so on down the column.

rating	ranking	area
_____	_____	Obtaining faculty to do the assessing of learning
_____	_____	Obtaining funding from the funding agency
_____	_____	Obtaining funding from the State Department of Education
_____	_____	Obtaining a director and support personnel for this system
_____	_____	Creating a registrar's system for keeping these student's records
_____	_____	Creating an admissions system for admitting these students
_____	_____	Publicizing this program sufficiently to draw applicants
_____	_____	Other: _____
_____	_____	_____

13 c. Would you please briefly explain how your institution sought to resolve these top three difficulties ranked above.

1. _____

2. _____

3. _____

14. May we cite your institution in our formal report? ____ Yes; ____ No

Thank you ever so much for your patience and cooperation with this research project. A summary of the results of this survey will be shared with you post haste.

APPENDIX E

ABSTRACT

TITLE: The Structure and Financing of a Program to Assess Experiential Learning

AUTHOR: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies; Delaware County Community College, Media, Pennsylvania.

This study was conducted to determine if there was a predominant structure for the administration of a program to assess experiential learning. Another purpose was to consider various financing procedures for this concept with the hope of developing a financial model.

One hundred fifty questionnaires were distributed to institutional representatives of the Cooperative Assessment of Experiential Learning (CAEL), Princeton, N.J., asking for information on structure, current practices and finance. Out of one hundred three responses received, eighty had indicated that they were awarding or planned to award experiential learning credit; twenty indicated no and three indicated yes, but had insufficient data. These eighty institutions represented a good cross section of higher education geographically and in type.

From the data analyzed in the study, it was concluded that the process of awarding experiential learning credit is housed most often in the office of the Dean of Instruction with the faculty making most of the evaluating decisions based on documentation, interviews, letters of testimony, job descriptions and examinations.

The criteria against which to measure a person's experiential learning were competencies, courses and general background of individuals in a wide range of curricula. Forty-two percent of responding institutions indicated a range of curricula for which experiential learning credit could not be awarded with faculty and administrative reluctance being the major reasons. The maximum credits that could be awardedshowed no specific pattern and ranged from 3 to no limit.

Most institutions neither received state nor local funds for this process and forty-six percent charged no fees to students. Of these institutions charging fees, most felt that they were equitable and cost effective. Fifty-eight

percent of responding colleges reported that full time faculty who are involved in the assessment of experiential learning did so as a part of regular load with no additional compensation. Twenty-four of the eighty institutions indicated that they had a bargaining unit, but in only three cases was the question of compensation negotiated.

The data collected from community colleges was compared against the total sample with no distributive difference in any of the categories.

APPENDIX F

CAEL INSTITUTIONS USED IN THIS STUDY

Alabama

Huntingdon College

Arkansas

University of Arkansas

California

California State College at Dominquez Hills
California State University, Chico
California State University at Los Angeles
Chapman College
Johnston College - University of Redlands
New College of California
San Francisco State University
University of California, Los Angeles
University of San Francisco

Colorado

University of Colorado

Connecticut

Sacred Heart University

District of Columbia

Universidad Boricua
Washington International College

Florida

Eckerd College
Florida International University

Illinois

Black Hawk College
De Paul University
Eastern Illinois University
Elmhurst College
Governors State University
Northeastern Illinois University
Northern Illinois University
University of Illinois at Chicago Circle

Iowa

Drake University
St. Ambrose College

Kansas

Bethel College
Johnson County Community College
Sternling College

Kentucky

Kentucky State University

Maine

University of Maine

Massachusetts

Bunker Hill Community College
Framingham State College
Southeastern Massachusetts University
University of Massachusetts, Boston

Michigan

Madonna College

Minnesota

Macalester College
Minnesota Metropolitan State College
Minnesota University, Duluth
Moorhead State College

Missouri

Notre Dame College
University of Missouri
University of Missouri, St. Louis
Webster College

Nebraska

Creighton University

New Jersey

Bergen Community College
Brookdale Community College
Princeton University
Ramapo College of New Jersey

New York

Brooklyn College
City University of N.Y. - Graduate Center
College of Saint Rose
Hunter College of CUNY
LaGuardia Community College
Lebman College, CUNY
Queens College
Richmond College of CUNY
St. Thomas Aquinas College
State University of N.Y. - College at Brockport
Staten Island Community College

North Carolina

Appalachian State University
Mars Hill College

Ohio

Dyke College
Ohio University
University of Cincinnati

Oregon

Southern Oregon College
University of Oregon

Pennsylvania

Allegheny College
Edinboro State College
Lehigh County Community College
Luzerne County Community College

South Dakota

Augustana College
Huron College

Tennessee

State Technical Institute

Texas

Community College of the Air Force
El Paso Community College
Texas Christian University

Vermont

Community College of Vermont

Virginia

Mary Baldwin College

Washington

Everett Community College
Fort Wright College

Wisconsin

Aluerno College
Milwaukee School of Engineering

APPENDIX G

APPENDIX G

Table I

Summary Table of Responses to Key Questions of "Resistance and Difficulty" in Implementing a System to Assess Experiential Learning*

In the rating column below, please indicate using the following scale, the degree of resistance encountered from each area in developing the concept and the policies for the assessing of experiential learning.

	Great	Considerable	Moderate	Limited
Faculty resistance for academic reasons	1	3	2	1
Faculty resistance for "working conditions" reasons		2		2
Registrar resistance for record-keeping reasons	2	2	1	
Business Office resistance for budgetary reasons		1	1	1
Board of Trustees resistance for "proliferation of programs" reasons				1
Other higher educational institutions resistance for academic (transfer) reasons	1	1	1	1
Accrediting agencies resistance for academic reasons	1			1
Other: Faculty fear of losing students			1	

In the rating column below, please indicate using the following scale, the degree of difficulty encountered from each area in developing the concept and the policies for the assessing of experiential learning.

Obtaining faculty to do the assessing of learning	2		2	2
Obtaining funding from the funding agency	1	1		1
Obtaining funding from the State Department of Education	1	1		
Obtaining a director and support personnel for this system	1		1	1
Creating a registrar's system for keeping these student's records	2	2	1	

Appendix G--Difficulties (Continued)

	Great	Considerable	Moderate	Limited
Creating an admissions system for admitting these students		2	3	2
Publicizing this program sufficiently to draw applicants			3	1
Other: Creating an equitable fee structure	1	1		

* Sample includes the six case study schools, five schools who did not specifically meet the criteria and one school which asked that they not be cited in the formal report.

APPENDIX G

Table II

Work Assessment Model: Estimated Cost of Assessment in One Occupational Field

Activity	Time (hours) Professional	Time (hours) Nonprofessional	Cost[a] Fixed	Cost[a] Per Student[b]
Identification of competencies and development of task inventory	50		$1250	
Interviewing student	2			$50
Verification of Experience	.5	.5		18
Defining behavioral objectives of courses in curriculum	20		500	
Developing or identifying appropriate measurement procedures and establishing standards	100		2500	
Administering measurement instruments and evaluating results	1	2		45
Transcripting and record keeping	1	3	50	5
Miscellaneous equipment and supplies				5
Total Costs			$3900	$123

[a]Cost of professional time is computed at $25 per hour and nonprofessional time at $10 per hour.

[b]It is assumed that the average student will be assessed in relation to the learning outcomes of two courses in the occupational curriculum.

APPENDIX G

Table III

Example of Computation of Cost of Assessment

Number of Students	50	100
Fixed Costs	$3,900	$3,900
Per Student Cost	50 x 123= $6,150	100 x 123= $12,300
Total Cost	3,900 + 6,150= $10,050	3,900 + 12,300= $16,200
Actual per Student Cost	10,050 ÷ 50= $201	16,200 ÷ 100= $162

UNIVERSITY OF CALIF.
LOS ANGELES

APR 25 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION